

Teacher Tasks, Knowledge, and Abilities

Reading Instruction Competence Assessment (RICA)

Important for the competent delivery of a balanced, comprehensive reading curriculum to all students, including English language learners, speakers of non-mainstream English, and students with special needs, and important for newly-credentialed (beginning) teachers

California Commission on Teacher Credentialing July 1997

This document contains a list of teacher tasks, knowledge, and abilities that, as a result of a 1997 job analysis conducted by Educational Testing Service for the California Commission on Teacher Credentialing, have been identified as important for implementing a balanced, comprehensive reading curriculum in self-contained classrooms and core classes in California. The list is organized into the following ten content areas:

- I. Phonological Awareness
- II. Concepts About Print and Letter Recognition
- III. Systematic, Explicit Phonics and Other Word Identification Strategies
- IV. Spelling Instruction
- V. Vocabulary Development
- VI. Reading Comprehension
- VII. Student Independent Reading and its Relationship to Improved Reading Performance
- VIII. Relationships Among Reading, Writing, and Oral Language
- IX. Diagnosis of Reading Development: The Use of Assessment and Evaluation Information
- X. Structure of the English Language

With each task, knowledge, and ability is an indication of the student reading grade level(s) (K-3, 4-6, 7-8) for which it is important that the teacher be able to perform the task or have the knowledge/ability, based on the results of the job analysis.

Important Notes About the Teacher Tasks, Knowledge, and Abilities

1. The order of the ten content areas, and the order of the task, knowledge, and ability statements within each content area, do not indicate relative importance or value.
2. Many of the tasks, knowledge, and abilities in the list include examples. The examples are not comprehensive. They are provided to help clarify the task, knowledge, or ability.
3. This list of teacher tasks, knowledge, and abilities pertains to the teaching of reading in English, even though some or many tasks, knowledge, or abilities may also be relevant to the teaching of reading in other languages.
4. Each task, knowledge, and ability statement refers to the provision of instruction to all students, including English language learners, speakers of non-mainstream English, and students with special needs. Instruction should be characterized by a sensitivity to the culture and language of the students, and should be based on students' developmental, linguistic, functional, and age-appropriate needs; that is, instruction should be provided at a level that meets the needs of the individual student.

Grade Level Clusters Teacher Tasks, Knowledge, and Abilities

K-3	4-6	7-8	
			I. Phonological Awareness
			A. Tasks
x			1. Develop students' understanding of how and why phoneme awareness skills are important for reading
x			2. Provide both implicit and explicit instruction in phonological awareness
			3. Use a developmental progression to provide implicit and explicit instruction in:
x			a. Auditory awareness and discrimination of sounds
x			b. Word awareness (i.e., recognizing word boundaries)
x			c. Understanding that words are made of sounds
x			d. Syllable awareness
x			e. Phoneme awareness (e.g., rhymes, blending sounds, substituting sounds, segmenting sounds in a word, deleting sounds)
x			4. Analyze student spoken language, reading, and writing to reveal their phoneme awareness and to plan instruction
x			5. Flexibly group students for phoneme awareness instruction
			B. Knowledge and Abilities
x			6. Plan phoneme awareness lessons and choose a variety of materials and activities that include clear examples of specific sounds for identification, comparison, blending, substitution, and segmentation
x			7. Select and use a variety of materials and activities that begin to make the connection between oral language and print (e.g., big books, literature, songs, word play)
x			8. Knowledge of how phoneme awareness is effectively taught both before students are reading and as they are learning to read
x			9. Knowledge of explicit instructional methodologies for teaching phonological awareness
x			10. Ability to provide examples of onsets and rimes, syllables, phonemes, and morphemes
x			11. Ability to identify the characteristics of and utilize effective programs, materials, and activities that can be used to develop phonological awareness
			II. Concepts About Print and Letter Recognition
			A. Tasks
x			12. Teach the concepts of print (e.g., concept of word, directionality, tracking, understanding that print carries meaning)
x			13. Teach recognition of letters in print, and plan and provide for sufficient practice both in and out of context

K-3	4-6	7-8	
			II. Concepts About Print and Letter Recognition (continued)
			B. Knowledge and Abilities
x			14. Knowledge of the importance of knowing letter names and recognizing letter shapes for beginning reading
x			15. Knowledge of how to use materials, activities, and methodologies to teach concepts about print (e.g., big books, literature, and language experience)
x			16. Ability to use a variety of engaging activities, materials, and techniques for teaching the names and sequence of the letters of the alphabet
			III. Systematic, Explicit Phonics and Other Word Identification Strategies
			A. Tasks
x			17. Follow a systematic plan for explicit instruction in phonics that builds on phoneme awareness and develops skills progressively throughout the year
x	x		18. Provide opportunities for mastery of non-decodable sight words through multiple and varied reading and writing experiences
			19. Provide engaging and varied instruction in using the following word attack skills:
x			a. Graphophonic cues
x	x		b. Syllable division
x	x	x	c. Morphology (e.g., use of affixes and roots)
x	x	x	d. Context cues (semantic and syntactic)
x	x		20. Provide opportunities for students to apply word identification strategies to decodable texts that reinforce instruction
x	x	x	21. Provide opportunities for students to develop fluency and consolidate their word identification strategies by reading and rereading texts at their independent reading levels
x	x	x	22. Model for students how readers use word identification strategies to read text for meaning
x	x	x	23. Provide positive, explicit, corrective feedback for word identification errors after allowing students the opportunity to self-correct
x			24. Plan phonics lessons and choose lesson materials and activities that include clear examples of the phonemes, syllable correspondences, and orthographic patterns to be taught in the lesson
x	x		25. Plan word identification lessons that link to and reinforce spelling lessons
			B. Knowledge and Abilities
x	x		26. Knowledge of the terminology and concepts of phonics, decoding, and word attack (e.g., consonant blends, consonant digraphs, syllable patterns, morphology)
x	x		27. Knowledge of how phonemes, syllables, and morphemes are represented in print

K-3	4-6	7-8	
			III. Systematic, Explicit Phonics and Other Word Identification Strategies
			B. Knowledge and Abilities (continued)
x	x	x	28. Knowledge of the role of skillful and strategic word identification in proficient reading
x	x		29. Knowledge of high-frequency sight words that should be taught
x	x	x	30. Knowledge of why rapid, accurate decoding is an important skill for the development of reading fluency
x	x		31. Knowledge of orthographic patterns of written English that should be taught sequentially as students are gaining mastery of word identification skills
x	x		32. Ability to identify linguistic units important for word attack (e.g., sounds, onsets and rimes, syllables, morphemes, letters, letter combinations)
x			33. Ability to plan and implement a program whose sequence is based on the increasing complexity of linguistic units
x			34. Ability to select decodable texts that reinforce word identification skills
x	x	x	35. Ability to select a wide variety of texts at the students' independent reading levels for the development of fluency
x	x		36. Ability to identify the characteristics of and utilize effective programs, materials, and activities that can be used for the constructive, explicit, systematic teaching of word identification skills
x			37. Ability to implement a phonics program that builds upon concepts of print and phoneme awareness
			IV. Spelling Instruction
			A. Tasks
x	x		38. Follow a systematic plan for spelling instruction that is connected to the phonics and phoneme awareness sequence used in teaching word identification strategies
x	x	x	39. Provide spelling instruction that is based on interpretation of students' spelling errors and stages of spelling development
x	x		40. Utilize sound-letter correspondence, syllable patterns, morphology, etymology, and high-frequency words in designing spelling instruction
x			41. Use deliberate, multisensory (i.e., visual, auditory, and kinesthetic-tactile) techniques to develop and reinforce the alphabetic principle
	x	x	42. Teach students to use decoding skills as a strategy for proofreading
x	x	x	43. Provide spelling practice through purposeful, non-repetitious activities
x	x	x	44. Actively encourage and provide opportunities for students to apply and assess their own spelling skills during the editing phase of writing activities

K-3	4-6	7-8	
			IV. Spelling Instruction (continued)
			B. Knowledge and Abilities
	x	x	45. Knowledge of the etymology (word origins) and morphology (affixes and roots) of words as they relate to orthographic (spelling/sound) patterns in the English language
x	x	x	46. Knowledge of the stages of spelling development and their manifestations in written text
x	x		47. Knowledge of the role and limitations of invented/temporary spelling in the development of phonological awareness
x	x		48. Knowledge of the impact that poorly developed spelling knowledge has on students' word identification abilities
x	x		49. Ability to implement engaging spelling activities based on the sequence of phonics and phonological awareness, as well as syllable patterns, morphology, etymology, and high-frequency words
x	x		50. Ability to choose words that have clear examples of the phonemes or syllables to be taught in the lessons
x	x	x	51. Ability to identify the characteristics of and utilize effective programs, materials, and activities that can be used to develop spelling skills
x	x	x	52. Ability to utilize students' writing in the development of spelling instruction
			V. Vocabulary Development
			A. Tasks
x	x	x	53. Use a variety of instructional approaches, materials, and activities to teach vocabulary before, during, and after reading (e.g., classification, word banks, word sorts)
x	x	x	54. Select varied material to read aloud to students to increase vocabulary and understanding of language patterns
	x	x	55. Teach prefixes, suffixes, base words, roots, and word origins for vocabulary development
	x	x	56. Teach students how to use various reference materials to clarify the meanings of words (e.g., dictionary, thesaurus, encyclopedia, glossary, technological sources)
x	x	x	57. Encourage students to analyze the meanings of new words and to practice using new words in a variety of contexts
			B. Knowledge and Abilities
x	x	x	58. Knowledge of the relationship between comprehension and vocabulary
x	x	x	59. Knowledge that students learn the meaning of the majority of new words from context
x	x	x	60. Knowledge of the relationship between amount of reading and vocabulary growth

K-3	4-6	7-8	
			V. Vocabulary Development
			B. Knowledge and Abilities (continued)
	x	x	61. Knowledge of etymology (word origins) and morphology (affixes and roots) and their importance for vocabulary development
	x	x	62. Knowledge of the varieties of word relationships (e.g., antonyms, synonyms, associations, figures of speech, categorical connections)
x	x	x	63. Ability to use a variety of engaging materials, activities, and techniques to help students increase their vocabularies (e.g., classification, word banks, word sorts, word walls)
x	x	x	64. Ability to use appropriate criteria for selecting vocabulary words for study
			VI. Reading Comprehension
			A. Tasks
x	x	x	65. Provide explicit instruction in comprehension strategies that involves modeling and explanation, guided practice, independent practice, and application in authentic reading situations
x	x	x	66. Select materials and methods for instruction with regard to student background knowledge, interest, language development, and reading proficiency
x	x	x	67. Select varied material to read aloud to students that is more difficult and complex than the material they can read independently to build comprehension, expand vocabulary, increase understanding of language patterns, and increase understanding of the world
x	x	x	68. Facilitate literal, inferential, and evaluative comprehension of texts and its application to real world situations through the use of in-depth discussions before, during, and after reading
x	x	x	69. Teach strategies for understanding what is read (e.g., visual clues, story maps, retelling, paraphrasing, critically evaluating narrative and expository texts)
x	x	x	70. Teach strategies for thinking beyond the text (e.g., prediction, visualization, connection to prior experience)
x	x	x	71. Teach strategies for self-monitoring of comprehension (e.g., clarifying, summarizing, questioning)
x	x	x	72. Model and teach questioning techniques to enhance comprehension
x	x	x	73. Encourage students to use their knowledge of varied text structures to derive meaning from text (e.g., cause/effect, comparison/contrast, problem/solution)
x	x	x	74. Teach students effective strategies for comprehending content area reading
x	x	x	75. Employ techniques of preview, view, and review to facilitate comprehension
x	x	x	76. Teach students that there are a variety of purposes for reading (e.g., enjoyment, information search, learning about the world)

K-3	4-6	7-8	
			VI. Reading Comprehension
			A. Tasks (continued)
	x	x	77. Teach different reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading)
	x	x	78. Teach study skills for locating, retrieving, and retaining information from reading (e.g., reference materials, test taking, graphic organizers)
x	x	x	79. Teach students to chunk text into meaningful phrases to foster fluency and comprehension
			B. Knowledge and Abilities
x	x	x	80. Knowledge of how proficient readers read
x	x	x	81. Knowledge of the relationship between prior knowledge and comprehension
x	x	x	82. Knowledge of the different needs of early, emergent, and fluent readers and related teaching implications
x	x	x	83. Knowledge of the different needs of struggling readers and related teaching implications
x	x	x	84. Knowledge of the importance of open discussions in developing students' reading comprehension
x	x	x	85. Knowledge of the structures of narrative and expository text and instructional approaches to teach these structures
x	x	x	86. Knowledge of reading fluency and its impact on comprehension
	x	x	87. Knowledge of study skills for locating, retrieving, and retaining information from reading (e.g., reference materials, test taking, graphic organizers)
x	x	x	88. Ability to teach comprehension strategies through such techniques as modeling, scaffolding, explicit instruction, and coaching
x	x	x	89. Ability to use a variety of engaging activities, materials, and techniques to foster comprehension before, during, and after reading
x	x	x	90. Ability to formulate questions that promote students' literal, inferential, and evaluative comprehension and extend learning
x	x	x	91. Ability to teach effective comprehension strategies for content area reading
			VII. Student Independent Reading and its Relationship to Improved Reading Performance
			A. Tasks
x	x	x	92. Promote the independent reading of a wide selection of fiction and nonfiction material, in English and in the primary languages of English language learners
x	x	x	93. Organize reading material for a variety of purposes (e.g., level of difficulty, area of interest, themes)

K-3	4-6	7-8	
			VII. Student Independent Reading and its Relationship to Improved Reading Performance
			A. Tasks (continued)
x	x	x	94. Read aloud daily to children from quality material to generate interest in independent reading, build language knowledge, and enhance concept development
x	x	x	95. Encourage parent or guardian monitoring of daily independent reading and make available, if possible, “take-home” reading materials that are at the students’ independent reading levels
x	x	x	96. Promote frequent opportunities for independent reading and rereading of text to foster the development of fluency
x	x	x	97. Provide daily opportunities for student reading (silent, interactive, independent) of self-selected reading materials
x	x	x	98. Encourage and provide support for students reading at home, and parents or guardians reading to students, in English and/or the primary languages of English language learners
			B. Knowledge and Abilities
x	x	x	99. Knowledge of contemporary, classic, and multicultural children’s authors and literature
x	x	x	100. Knowledge of the purposes of reading and related motivational factors that promote reading
x	x	x	101. Knowledge that the amount of time students spend reading is an important predictor of receptive vocabulary, verbal fluency, and reading achievement
x	x	x	102. Ability to select and organize a wide variety of reading materials at appropriate levels for classroom use
			VIII. Relationships Among Reading, Writing, and Oral Language
			A. Tasks
x			103. Provide explicit instruction in letter formation
x	x	x	104. Provide daily writing opportunities throughout the curriculum to enhance students’ development as readers
x	x	x	105. Provide daily oral language opportunities throughout the curriculum to enhance students’ development as readers (e.g., language play, debate, sharing information)
x	x	x	106. Teach students that different forms of writing require different reading skills and strategies
x	x	x	107. Provide support to English language learners as they transition to English reading and writing
x	x	x	108. Teach students the differences between oral language and written text

K-3	4-6	7-8	
			VIII. Relationships Among Reading, Writing, and Oral Language (continued)
			B. Knowledge and Abilities
x	x	x	109. Knowledge of different forms of writing (e.g., letter, poem, essay)
x	x	x	110. Knowledge of the process of first-language development and its implications for reading
x	x	x	111. Knowledge of the process of second-language development and its implications for reading
			112. Knowledge of how students can transfer literacy competencies from one language to another, including:
x	x	x	a. factors that indicate English language learners' readiness to transition into English reading
x	x	x	b. positive and negative transfer
x	x	x	c. scaffolding strategies
x	x	x	113. Knowledge of the differences between spoken and written language
x	x	x	114. Knowledge that the transfer of skills from oral language to written language is not automatic
x	x	x	115. Knowledge of the similarities and differences between Standard English and (1) non-mainstream English and (2) other languages
x	x	x	116. Knowledge of the development of students' writing and its relationship to teaching reading
x	x	x	117. Knowledge of the ways in which learning to read and learning to speak are different
x	x	x	118. Ability to use a variety of engaging activities, materials, and techniques to expand the vocabulary and grammatical structures that students use in their writing
x			119. Ability to use a variety of engaging activities, materials, and techniques for teaching letter formation
			IX. Diagnosis of Reading Development: The Use of Assessment and Evaluation Information
			A. Tasks
x	x	x	120. Identify students' independent, instructional, and frustration reading levels with respect to accuracy, fluency, and comprehension
			121. Select and use a variety of appropriate informal and formal assessments to determine students':
x	x	x	a. English language proficiency
x	x		b. Level of phoneme awareness
x			c. Letter recognition
x			d. Knowledge of print concepts
x	x		e. Sound-symbol knowledge/symbol-sound knowledge

K-3	4-6	7-8	
			IX. Diagnosis of Reading Development: The Use of Assessment and Evaluation Information
			A. Tasks (continued)
x	x	x	f. Sight word vocabulary
x	x		g. Decoding skills
x	x	x	h. Reading fluency
x	x	x	i. Oral reading comprehension
x	x	x	j. Silent reading comprehension
x	x	x	k. Listening comprehension
x	x	x	l. Spelling development
x	x	x	m. Writing development
x	x	x	122. Analyze and use assessment data for lesson planning, class organization, and selection of materials
x	x	x	123. Monitor individual students' progress in specific areas on an on-going basis throughout the year
x	x	x	124. Collect observational data frequently and use it to plan instruction in reading, writing, and spelling
x	x	x	125. Communicate assessment results to parents or guardians to inform them of students' development as readers
			B. Knowledge and Abilities
x	x	x	126. Knowledge of well-designed and non-biased resources for assessment
x	x	x	127. Knowledge of reading skills critical to assess at given reading levels
x	x	x	128. Knowledge of when and how often various assessments should be used
x	x	x	129. Ability to use assessment data to ensure that all students are engaged in tasks that will foster their literacy development, whether they are working with a teacher, in small groups, or independently
x	x	x	130. Ability to use flexible grouping strategies to meet the needs of individual students
x	x	x	131. Ability to use various performance-based assessments (e.g., interviews, observations, anecdotal reporting, running records, miscue analysis)
x	x	x	132. Ability to determine students' independent, instructional, and frustration reading levels with respect to accuracy, fluency, and comprehension
x	x	x	133. Ability to select, administer, and analyze the results of informal and formal assessments to inform instruction
x	x	x	134. Ability to organize and access assessment data
x	x	x	135. Ability to recognize cultural, linguistic, and lexical bias in assessments

K-3	4-6	7-8	
			X. Structure of the English Language
			A. Tasks
	x	x	136. Teach grammatical structures used in written text that are not typically used in oral language
	x	x	137. Teach English grammar and the structure of the English language
x	x	x	138. Provide opportunities for students to apply their knowledge of English grammar and the structure of the English language to reading, writing, and speaking
			B. Knowledge and Abilities
x	x	x	139. Knowledge of English grammar
x	x	x	140. Knowledge of the ways in which academic language differs from conversational language
x	x	x	141. Knowledge of the systems of the English language (i.e., phonology, semantics, pragmatics, and orthography)
x	x	x	142. Ability to identify the characteristics of and utilize effective approaches, materials, and programs that can be used to develop students' understanding of English language structure and syntax (e.g., explicit instruction, meaningful practice, application to daily reading and writing)